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ABSTRACT

This program review examines the Colleges of Education in three of Florida's nine State University System (SUS) universities, as a follow-up to Program Review, Part 1 (1992), which examined the other six universities. Institutions reviewed are: the Florida Agricultural and Mechanical University (FAMU), University of West Florida (UWF), and Florida International University (FIU). This review assesses the strength and effectiveness of the colleges and their teacher preparation programs to evaluate the extent to which the colleges are meeting university-wide planning objectives and to develop recommendations and plans of action to strengthen teacher education and the Florida public schools. To ensure maximum efficiency of resources, costs, and time, the review was conducted jointly with the National Council for Accreditation of Teacher Education (NCATE), the State University System of Florida (SUS), and the Florida Department of Education (DOE). Part I (1992) offered 10 recommendations focusing on academic programs, teacher certification programs, master plan goals, and preparation for national accreditation. These recommendations are repeated, with an additional recommendation concerning the establishment of a strong financial support base for the clinical training component of the teacher preparation programs. Institutional reports for the three institutions examined are included; these provide general findings and recommendations, followed by descriptions and concerns regarding resources, governance, curriculum, and relationship to the world of practice. Appendices contain the Master Plan and program goals, inventory of programs offered by SUS, information on undergraduate education majors for fall 1991, SUS financial information, and review schedules. (NAV)

ED 394 904

TEACHER EDUCATION PROGRAM REVIEW
PART II

STATE UNIVERSITY SYSTEM OF FLORIDA

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TEACHER EDUCATION PROGRAM REVIEW

IN THE

STATE UNIVERSITY SYSTEM OF FLORIDA

PART II

Consultant

Dr. Donald Stedman

The University of North Carolina at Chapel Hill

MARCH, 1994

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Preface

This document concludes the first round of joint program reviews of teacher education programs in the State University System of Florida. In an effort to reduce costs, time spent on the preparation of self-study materials, and the number of site visits, joint activities were conducted and materials used by the National Council for Accreditation of Teacher Education (NCATE), the State University System of Florida (SUS), and the Florida Department of Education (DOE). The review of six of the nine State University System institutions -- University of Florida (UF), Florida State University (FSU), University of South Florida (USF), Florida Atlantic University (FAU), University of Central Florida (UCF), and University of North Florida (UNF) -- was summarized in the document, Teacher Education Program Review: Part I, published in November, 1992. This second volume outlines the review of the three remaining institutions in the SUS -- Florida Agricultural and Mechanical University (FAMU), University of West Florida (UWF), and Florida International University (FIU) -- whose site visits were conducted subsequent to the printing of Part I. System-wide observations and recommendations are included in both volumes.

Introduction

In early 1990, the Commissioner of Education and the Chancellor of the State University System of Florida jointly initiated a comprehensive and collaborative review of colleges of education in the State University System (SUS). The purpose of the review was to assess the strength and effectiveness of the colleges and their teacher preparation programs, to evaluate the extent to which the colleges were meeting the objectives of university-wide planning, and to develop recommendations and plans of action that would strengthen teacher education and the public schools of Florida.

The review combined the process of state-mandated national accreditation by the National Council for Accreditation of Teacher Education (NCATE), the redesigned program approval procedures of the Florida Department of Education (DOE), and a modified review procedure developed by staff and consultants of the Florida Board of Regents (BOR). The combination of information and the findings and recommendations from each of these three sources of review were used to arrive at the institutional and system-wide observations and recommendations in this report.

This program review represents the first tripartite review of teacher education programs in the United States. No other state purposefully integrates its national, state, and university assessment procedures to derive evaluations of and plans for professional education units. It is an evolving process that should be useful in setting goals and objectives for teacher education in Florida. However, it will not reveal definitive comparisons between and among

curricula or programs at the campus level for purposes of reducing or expanding financial or faculty resource investments.

The BOR consultant participated in on-site visits to the three institutions covered in Part II of this report: Florida A & M University, the University of West Florida, and Florida International University. NCATE, DOE, and BOR self-studies and reports helped form the basis for assessing the overall response of SUS colleges of education to the Master Plan, previous recommendations from the 1985 review, and other directives.

Sources of Information

1. Teacher Education Program Review - SUS, July, 1985
2. Master Plan - SUS 1988-93
3. SUS Academic Degree Program Inventory
4. DOE Teacher Education Program Approval Standards
5. NCATE Standards, Procedures, and Policies for the Accreditation of Professional Education Units
6. Guidelines for BOR Teacher Education Program Review Self-Study
7. DOE Self-Studies - FAMU, UWF, FIU
8. NCATE Self-Studies - FAMU, UWF, FIU
9. BOR Addenda - FAMU, UWF, FIU
10. DOE Unit Review Team Reports - FAMU, UWF, FIU
11. NCATE Board of Examiners Reports - FAMU, UWF, FIU

Recommendations to the State University System

During Phase I of the teacher education program review process, ten recommendations were made for the State University System of Florida. For the sake of continuity, these ten recommendations are repeated below. The site visits and reviews of the three institutions (FAMU, UWF, and FIU) that took place subsequent to the publication of the November 1992 system-wide report give rise to two additional or supplemental recommendations. One is an elaboration of Recommendation #3 in the November 1992 report. The other is a new recommendation that is linked to several previous recommendations, but is so sufficiently unique and salient as to require that an additional recommendation be stated.

Recommendations to the State University System as Stated in the November 1992 Teacher Education Program Review: Part I

"Recommendation #1: Academic Programs and Teacher Certification Programs.

It is important to maintain a clear distinction between requirements for academic degree programs in education that are the responsibility of the university, and requirements for teacher education (certification) programs that are prescribed by the Department of Education. Making the distinction is not for the purposes of "preserving turf" but to clearly define authority and responsibility lines for taking actions and making changes, and to assign accountability for outcomes. At all levels, there is still a considerable lack of clarity regarding the distinctions between the two program inventories and the authority and responsibility for modifying them.

Academic Degree Programs:

1. Institutions are making much progress toward containing the semester-hour requirements of undergraduate degree programs in education and in non-education majors leading to certification, but much remains to be done. Undergraduate degree programs preparing entry-level teachers should be limited to 128 semester hours of study for "native" students, and the amount of work authorized for transfer of students from two- and four-year institutions should be limited to the equivalent of four semesters.
2. While a "cap" on education courses in undergraduate programs is not recommended, course work in education need not exceed 36 semester hours, including credit given for internships, practice, student teaching, or other "field placements."
3. While a double major in education and a related academic discipline is probably not feasible, a coherent course of study amounting to at least 18 semester hours in the same academic discipline should be required for all undergraduate education majors.
4. Greater efforts should be made to develop authentic working partnerships between colleges of education and local school systems, with the clinical preparation of prospective teachers conducted primarily in the public schools under the supervision of carefully selected and trained mentor teachers. There are excellent models for establishing such activities now operating in some SUS institutions. They should be replicated throughout the SUS.

5. The range and complexity of both academic program inventories and certification program inventories appear to exceed the resources and capacity of colleges of education at almost every institution. Each institution should be asked to trim its undergraduate program inventory to programs for which a clear demand for graduates can be documented.

6. At each SUS institution, steps should be taken to establish post-baccalaureate, mid-career teacher education programs (master's degree or certification-only programs) that are keyed exclusively on critical shortage areas. Programs should be jointly conducted by colleges of education and local school personnel. The nine programs should be networked and a coordination, quality assurance, and resource development unit should be established at one of the SUS institutions to insure effective recruitment, instructional, and placement operations.

Recommendation #2: Master Plan Goals.

The "Master Plan Goals for Teacher Education" posed in mid-1989 have received serious attention by SUS institutions and their colleges of education. NCATE Self-Studies and BOR Addenda submitted by colleges of education were reviewed with these six goals in mind; the progress reports of institutions since the initial statement of goals also were considered. The following recommendations pertain to these six goals:

1. **Timely completion of studies (four-year baccalaureate).**

Reducing semester-hour requirements to within a 120-128 semester-hour range for four years of study for entry-level teachers is done relatively easily. Courses can be cut, collapsed, blended, deferred, and reduced in semester-hour credit value. The more difficult and important task is to devise a sequenced course of professional study that bridges two-year and four-year institutions. And, the contribution of two-year institutions can exceed just "early field experiences." The quality and experience of faculty and the collaboration of a third party, local public schools, are the two essential elements for progress on this issue. At least six demonstration programs of at least five years duration are required to show how effective articulation can lead to adequate, even exemplary, entry-level teachers. The SUS should establish such a group of demonstration programs. They should not cost more than $75,000 per year each, and external (non-state) resources could be commanded to conduct this work. The effort would have national significance -- win or lose.

2. **Service to schools.**

It is unlikely that service to the schools will rank "on equal footing" soon with scholarly work and excellence in teaching as a basis for acquiring promotion, tenure, or increases in salary for faculty members in a university. Even so, there are non-monetary and monetary incentives for college of education faculty involvement in service to public schools. There are at least four:

a. Support for school-based research.

b. Release time to provide consultation and technical assistance to schools.

c. Requirements for certain college of education faculty members to teach in the public schools to maintain certification and employment.

d. Overload, summer salary, and travel support remunerations to college of education faculty for carefully planned and evaluated service to schools.

Each SUS institution should establish or assign a school services unit to "broker" the resources of the institution to help strengthen public schools in its region. The unit might be part of the college of education or another unit on campus.

Most colleges of education did not appear to be well organized or arranged to provide volunteer or low cost service to local schools. There is the persistent concern in colleges that service activities by faculty members do not convert into promotion and merit salary considerations for them. Both colleges and schools would benefit from a system-wide organizational approach that would provide some infrastructure support for colleges to carry out improved service functions. Aside from the traditional in-service teacher education programs carried out through the Teacher Education Centers, there is a real need in local schools for technical assistance in the areas of program planning, program evaluation, organization, curriculum, instruction, transportation systems, student support services, and many other areas.

3. **Increasing the number of minority teachers.**

Policies whereby a certain percentage of students may be admitted as exceptions to established standards in order to encourage and achieve minority enrollment are not sufficient to meet the demand for minority teachers. The strategy most likely to increase minority enrollment in colleges of education is a vigorous effort to identify minority students in 6th and 7th grade in the public schools, move them to academic and college-bound programs, and provide access to scholarship supports to enter two- and four-year institutions as prospective teachers. A four-year forgiveness loan program at all nine SUS institutions and at two-year institutions articulated with SUS colleges of education would, within four years, initiate a significant stream of minority students moving toward and through teacher preparation programs.

4. **Directing teacher education enrollments to critical teacher shortage areas.**

Micromanaging teacher education program productivity to fit more nearly the number and distribution needs of critical shortage areas is extremely difficult. Four known methods include:

a. Scholarship support for specific specialty areas (math, science, special education) with required periods of "pay-back" teaching.

b. "On-the-job" teacher training for personnel employed to fill openings in shortage areas.

c. Alternative methods of providing instruction in critical areas -- team teaching, cooperative learning.

d. Technology applications (telecommunications and distant learning techniques) to low density student areas.

All of these methods require collaboration among universities, schools, community colleges, and the business or local agency community. The campus service units mentioned above should be assigned this task and the nine units in the SUS should be "networked" to address the problem.

5. **Curriculum reform in teacher education.**

It is the responsibility of the institutional leadership to see that colleges of education meet the standards and requirements of national and state agencies. If the curriculum is inappropriate and incomplete in terms of a demonstrable research data base, then programs should be discontinued or set aside until revised. The most effective single step that could be taken to assure appropriate and updated teacher training would be to change state-level program approval procedures from their current accreditation format to a process whereby the teaching performance of graduates during their first three years of work was used to make judgments about the programs that produced them. This would require a statewide effort involving schools and colleges, but the technology is basically in place to devise such a system. No state is doing this now.

6. **Campus leadership.**

Colleges of education cannot be fully effective without the support and expectations of top leadership on campus and members of the Board of Regents.

Each institution should clearly state the preparation of teachers for the public schools as a priority in the institutional mission and demonstrate a special priority for campus-wide involvement in the assignment and distribution of resources. In times of severe resource limitations, it is difficult for institutional leadership to favor any one unit over another. However, as nearly as teacher education approximates a campus-wide operation, as with a university library, it should achieve a higher priority than most other professional preparation programs.

Recommendation #3: Community College Role in Teacher Education.

There is general consensus that there is a role for the community college in the preparation of teachers. What is required is a clear strategy for (1) designating which community colleges are capable of participating, (2) "assigning" partnership arrangements among two- and four-year institutions in the SUS, and (3) specifying the requirements for course work in professional education, and its transfer status from two-year institutions. For example, the two or three principal "feeder" community colleges associated with each SUS college of education should be identified and a formal partnership program developed between those two- and four-year institutions so as to constitute an interinstitutional teacher education program. If possible, a program of planning and start-up operational grants should be established (perhaps with local corporate or business support) to stimulate and support these teacher preparation clusters.

Recommendation #4: SUS Role in Teacher Education.

While the statutory base for stronger program development and interinstitutional collaboration directives may not be available to the Regents, the Chancellor, and the Commissioner, there is a strong moral, traditional, and leadership basis for taking greater advantage of the SUS arrangements than is now being undertaken.

Building principally upon the strong triad of institutions in Gainesville, Tallahassee, and Tampa, an effort should be made more purposefully to design and guide the operations of a network of the nine colleges of education, without causing them any loss of autonomy or overly governing their individual programs. Maintaining a "free market" approach to stimulating change in emphasis and productivity will not work well, and the risk of more vigorous designation of missions and priorities must be taken. In short, if the goals set by the Commissioner and endorsed by the BOR are to be met, a more direct and managerial approach must be taken to establish the strategies and operations that will meet those goals.

Recommendation #5: Collaborative Review - NCATE/DOE/BOR Studies.

The current collaborative reviews are a significant advance in accreditation, program approval, and institutional reviews at the university level. The process should be refined and continued as follows:

1. Schedule NCATE/DOE/BOR combined reviews at the mid-point, off cycle, with the decennial institutional reviews of the Southern Association of Colleges and Schools (SACS). Schedule reviews every ten years -- five years before each SACS visit.

2. Reduce the overlap between standards in the NCATE and DOE procedures.
3. Reduce the amount of information requested by the BOR staff, and gather large amounts of information now acquired through the BOR Addenda through regular and improved SUS reporting systems.
4. Add a component to assess community college programs and procedures related to teacher preparation activities.

Recommendation #6: Business/Education Connections.

It is of interest that in the course of the reviews there was little indication that colleges of education had taken full advantage of the long-time and rapidly growing involvement of the business and corporate community in the public school reform movement. Florida's business community was early into education-economic growth issues but not one major corporate-supported project was evident in the teacher education improvement activities at SUS campuses. Efforts should be made by university presidents and college deans, working with local schools and community leadership, to address this issue.

There are particular opportunities for assistance from business organizations and corporations in the areas of management training, technology applications, and instructional design, aside from sources of financial and community support for school-college partnerships and outreach programs. University development and community relations offices and administrators should be fully apprised of the interest and involvement of business in educational reform and opportunities for universities that lie in this area.

Recommendation #7: Response to Recommendations of the 1985 Review.

The BOR Addenda indicate that the majority of recommendations made in the 1985 review of teacher education programs have been put into action. These reports are certifications by institutions and no attempt has been made to verify them or to suggest that they have not been accomplished. Given the time that has lapsed since the review, it would seem most prudent to consider them accepted and move on.

Recommendation #8: Analysis of NCATE/DOE Reviews.

Three principal recommendations flow from analyses of NCATE and DOE reviews:

1. Institutional and college long-range planning needs greater articulation. College of education long-range plans reflect generally inadequate linkage to university-wide planning and lack clear priorities that focus on expansion of needed programs and discontinuation of unproductive or weak programs.
2. Investment in faculty development is badly needed, particularly to update faculty members in the use of technology for instructional purposes and to better integrate part-time faculty into the operations of the college.
3. A better organized and more concerted effort needs to be mounted to help colleges of education seek external support for research, training, and service activities. Stronger ties should be established between university development programs and colleges of education. Consideration should be given to a SUS resource development activity that would focus on recruitment of prospective teachers, faculty

development, research services to local schools, and local school leadership development programs for principals and assistant principals involving schools of education, schools of business, and public administration programs.

Recommendation #9: Preparation for National Accreditation.

Preparation for NCATE review must be thorough, and serious attention must be given to preparing a concise, "low-density," and straightforward self-study report. Three essential features of the standards must be kept in mind during preparation and visits:

1. The teacher education program model used and described is the choice of the college of education, but (1) it must have a research data base; (2) it must be known and subscribed to by all concerned (faculty, administration, cooperating and supervising teachers, and collaborating schools leadership); and (3) the program must provide a coherent course of study for prospective teachers, beginning with the general studies program and carrying through professional studies, and the period of induction or beginning years of work as reflected in follow-up studies of graduates.
2. The review is a campus-wide assessment of teacher preparation program operations. The relationships between and among colleges of education, local schools and community colleges, and all relevant units on campus must be well established and rational; i.e., there needs to be a reason and a plan for the relationships.

In preparing for NCATE team visits, colleges of education should:

1. At least 120 days prior to the visit, hold orientation sessions on the self-study report and the review process with top campus administrators, arts and sciences and other relevant chairs and faculty, local principals and teachers, and with students in the college, especially those in their student-teaching period.
2. At least 60 days prior to the visit, arrange for a "mock visit" by at least three professionals who are NCATE-examiner qualified or who are members of units recently visited and reviewed by NCATE teams. The purpose of the "mock visit" should be to spot areas in need of strengthening and to alert and educate campus and community officials to the NCATE process.
3. At least 30 days prior to the visit, conduct combined faculty, staff, and student discussions of institutional responses to NCATE standards in the self-study report, the philosophy and operations of the college of education, and priorities for teacher education at the institution.

The NCATE process offers colleges of education a unique opportunity to clarify their activities, strengthen their ties, and look to their future in the context of the best current set of national professional standards.

Recommendation #10: Analysis of BOR Addenda.

Each college of education submitted a supplementary report to the BOR consisting of 43 information elements organized under five categories -- program, students, faculty,

governance and resources, and general information. An analysis suggests that program and student issues are of great concern. Faculty and governance and resources issues are of less concern, except for the need to recruit and employ increased numbers of minority faculty members and to address the general problem of declining resources confronting the institutions and the State.

Program weaknesses suggest that institutions may still need assistance in down-sizing undergraduate degree program course requirements to fit the 120-128 semester-hour guidelines. Among weaknesses most frequently noted in the student category are lack of cultural diversity in the student body, lack of active and effective recruitment of minority students, and lack of regular and periodic follow-up studies of graduates to inform program revisions. Of particular concern among the various resource items is lack of adequate support for teaching assistants, internships, and other student financial supports, and incentives necessary to attract and maintain a high quality pool of prospective teachers.

In general areas, the overall coordination and support of recent graduates under the Beginning Teacher Program (BTP) seems spotty and inefficient. The program should be reviewed to attempt to identify ways in which colleges of education and local schools could cooperate more effectively to support beginning teachers.

The use of the BOR Addendum should continue, but the Addendum should be simplified and made more complementary to the NCATE and DOE processes. Its central goal should be to address the quality of the programs, their productivity, and the need for graduates in

the various specialty areas. It may also asses the status of certain BOR policies and the extent to which they are being followed.

A variation on the current arrangement for BOR involvement in NCATE/DOE reviews would be to add two BOR consultant-representatives to the visiting team, one from Florida, one from outside the state."

Supplemental Recommendations - October, 1993

ELABORATION: Recommendation #3: Community College Role in Teacher Education.

In addition to the strategy recommended to create partnership models for community college/college of education programs in teacher education, it is also recommended that "2 + 2" program models be created in critical teacher shortage areas and in new and innovative areas of need for public schools or other community agencies in Florida. That is, the SUS should provide for smoother transition from two-year A.A.S. and A.A. programs in the community colleges into two-year upper division college of education or college of arts and sciences majors, in certain critical areas of need, with corresponding clinical training in teaching during the summer or in "fifth year" programs. Two important areas, child care or child development specialist programs, and engineering and computer technology, are obvious opening experiments. Graduates from strong community college programs in these areas could move into specialized B.A. or B.S. degree programs with accompanying appropriate teacher education certification requirements.

Such initiatives would also advance three of the six Master Plan goals -- increasing the number of minority teachers, directing teacher education enrollments to critical teacher shortage areas, and curriculum reform in teacher education.

NEW RECOMMENDATION

Recommendation #11: Establishing a Strong Financial Support Base for the Clinical Training Component of Teacher Preparation Programs

The current method of university (state) funding for clinical components of teacher preparation programs (particularly in the basic, undergraduate, or entry-level programs) is an artificial and forced method of semester-hour (credit-hour) financing devised for traditional on-campus course-program activities. The result is to drive up semester-hour requirements for student teaching from reasonable to unreasonable semester-hour levels to recover necessary costs, to underfund and undertrain entry level teachers, and to make "downsizing" of undergraduate degree programs to meet 128-semester-hour four-year program limits extremely difficult. To avoid these distensions and to provide adequate financial support for the clinical training of prospective teachers, a special funding method should be devised to assure adequate support for this critical aspect of the professional preparation of classroom teachers. Two possibilities are proffered. There may be other, more effective, measures.

1. Derive a "package cost" for clinical training of teachers outside the regular, in-residence, semester-hour enrollment budgeting method of financing instructional programs in the university. (or)

2. Create a professional training cost base independent of the traditional credit-hour basis that is driven by contact hours, internship time, supervision-internship time, or some similar unit.

In all cases, the new methods of financing should be projected costs, as with enrollment-based funding, and not open-ended, unpredictable-cost funding. That is, colleges of education should be asked to project or predict clinical training costs for near-term periods, not file "post-hoc" requests for reimbursements in accordance with some formula. The issue is especially important as more colleges form more "professional development" partnerships with local school systems in the interest of improving the preparation of teachers."

INSTITUTIONAL REPORTS

Florida A & M University

Florida A & M University was visited November 8 - 11, 1992, by NCATE and DOE review teams and the BOR consultant and staff. A review of the BOR Addendum for FAMU and the on-site review of programs, records, and interviews with faculty and staff revealed the following:

General BOR Findings

1. Very substantial improvements in the effectiveness and productivity of the College of Education at FAMU have taken place over the past five years. These changes are partly a function of new leadership at the Dean's level and the support and commitment of the President. Specifically, --
   a. Enrollment has risen.
   b. College/public school relations have improved.
   c. College administrative and operational procedures have improved.
   d. The institution is in compliance with state standards and guidelines.
   e. External grants and contracts have increased dramatically.
   f. The integration and infusion of technology. cultural diversity, and exceptional child information into the undergraduate curriculum is excellent.
   g. The College of Education facility and future space and facility plans are very adequate.

2. Progress in meeting SUS goals and in responding to DOE and SUS guidelines is substantial. However, there are several areas where recommendations for improvement are offered:

   a. Reduce semester-hour requirements in the General Education program (lower division) to help downsize the four-year baccalaureate degree requirements for the education degrees.

   b. Reduce semester-hour requirements for undergraduate education majors from current levels to 36 semester hours, including time required for student teaching, internships, or other clinical or field placements.

   c. Reduce graduate semester-hour requirements for master's degrees in Counseling Psychology.

   d. Review curriculum in the graduate program in Educational Leadership to focus more on practitioner preparation for instructional leadership and management skills. Examine possible joint courses with the College of Business.

   e. Review enrollment/productivity history in the Elementary Education undergraduate program (1991-92: 492 students enrolled, 38 graduates).

   f. A philosophy of teaching, a clear point of view, and a model for preparing teachers are missing at FAMU and should be developed as a conceptual framework for the teacher education curriculum. The current fabric of directives and competencies does not constitute an adequate knowledge base for preparing teachers.

   g. The long-range plan of the College of Education should be updated.

h. A comprehensive system of graduate follow-up studies and evaluations should be established to guide program revisions.

i. The rather large number of undergraduate and graduate programs currently under-enrolled (BOR Addendum 2.5.2) should be reviewed closely to see if any programs should be discontinued. Good candidates for discontinuation might include the undergraduate programs in Vocational/Industrial Arts Education and the graduate programs in Adult Education, History Education, English Education, and Industrial Arts/Vocational Education. The development of master's programs in English and History with associated teacher education programs should be considered.

j. Off-campus degree courses and programs should be monitored closely for quality and the need for extension programs.

k. Greater efforts should be placed on the recruitment of faculty from outside Florida.

l. A comprehensive program of student evaluations of faculty teaching should be developed and used to provide feedback to faculty for the improvement of instruction.

m. Collaborative research projects should be developed among faculty and between faculty and public school personnel to increase research and scholarly productivity.

n. Steps should be taken to raise funds for College of Education programs from private sources including business and corporate foundations. The development office at FAMU should take greater advantage of national, state, and corporate interest in school reform.

Summary

FAMU's College of Education is in adequate shape given budgetary restrictions and its recent history of difficulties. Over the next five years, a major effort should be made to streamline the program inventory to focus on high demand areas, strengthen the faculty through careful recruitment to fill vacancies from retirements and resignations, and articulate the education majors with a revised and strengthened general education program. Any consideration of advanced graduate programs at FAMU should focus on master's degrees in the Arts and Sciences with associated M.A.T. or certification programs and the Ed.D. in Educational Leadership to prepare senior level educational leaders for Florida's schools.

DOE Report

The certification programs at FAMU were reviewed in accordance with the Florida Department of Education (DOE) standards and review process. The system is well articulated with NCATE standards and the standards applied are rigorous and comprehensive. The DOE site visit team did a thorough job. Subsequently, on March 19, 1993, the Program Approval Board met and approved all programs which were submitted by the institution. Industrial Arts/Technical Education (6-12) and Social Sciences (6-12) received two-year conditional approvals.

The DOE site visit team found four areas of concern across most or all certification programs. Initially, standards 15 and 16 were not met by all programs [Following FAMU's

submission of a rejoinder to the report, the Program Approval Board found Standard 15 to be met]. These standards pertain to follow-up, continuing professional support for graduates in their early years of employment (the induction period), and the requirement for a plan for educational research appropriate to FAMU's mission. These areas require work to bring the College to standard.

In addition, Standards 11 and 12 were not met by most programs. These standards pertain to requirements for regular follow-up studies of graduates for the purpose of informing and improving the teacher education program at FAMU. Steps should be taken immediately to address this serious weakness.

NCATE Report

The College of Education was reviewed in accordance with the 18 standards set by the National Council for Accreditation of Teacher Education (NCATE). The review team was adequate to the task and worked well with DOE site team members.

Although all standards at both the basic and advanced levels were found to have been met, weaknesses were cited by the NCATE team in relationship to Standard IA - Design of the Curriculum, Standard IIB - Relationships with Graduates, Standard IIC - Relationship with Schools, and Standard VB - Resources. Responses were given to each of these weakness citations in FAMU's rejoinder to the NCATE team report submitted in February 1993. While the rejoinder explains a few weaknesses, it does not sufficiently explain the findings of the joint review to relieve the situation. These are areas of weakness that require

remedy -- all four. Plans and actions to address these areas should be provided to the BOR as soon as possible.

Conclusion

Based on findings of the separate and combined reviews of the Florida DOE, the NCATE review team, and the BOR, the College of Education at FAMU should be considered by the Regents to be conducting a very adequate program of teacher education, meeting almost all state and national standards for the professional preparation of teachers in the programs authorized. Certain areas in need of strengthening are acknowledged by the institution, and the special opportunities of this College are appreciated.

The University of West Florida

The University of West Florida was visited March 6-10, 1993, by NCATE and DOE review teams and the BOR consultant and staff.

General BOR Findings.

The College of Education at UWF has undergone significant, positive reform in the past five years. There is new leadership in the College with strong administrative support from the President and Provost. Several new and highly competent faculty have been recruited. The College budget has been increased significantly (over $1.2 million) in the past five years. There is a new education facility made up of two buildings, each quite functional and attractive. The College has been reorganized to include a stronger and more effective organizational and administrative arrangement. Teacher preparation at UWF is guided more effectively by a campus-wide Professional Education Council. Finally, there appears to be a significant improvement in relations between the College and the area public schools. All of these features make up a strong and effective College of Education at UWF.

A review of the BOR Addendum for UWF and on-site review of programs, records, and interviews with faculty and staff reveal the following:

1. **Follow-up on 1985 Review Recommendations.**

   a. The Educational Research and Development Center (ERDC).

      The Educational Research and Development Center is the "research arm" of the College of Education and, since 1985, has become a more active and effective

research organization which helps strengthen the College. A significant record of external grants and contracts has been established by ERDC and should continue.

However, it is not possible as yet to establish faculty career ladders for senior ERDC staff through tenure track faculty positions in the College of Education. Consideration should be given to establishing tenure track faculty positions in the Center on state budgeted position lines.

b. Professional Education Council (PEC).

The PEC appears to be working well as an oversight and governance mechanism. There are two features that might improve its effectiveness -- (1) consideration of amending the Council bylaws to name the Dean of the COE as *ex officio* chair of the Council, and (2) providing support for the Council to commission follow-up or planning studies that might inform the Council as it goes about its work.

While the current arrangements whereby the Council chair is elected by the members probably meets the governance standard, there is potential for disjunction or discord between the Council leadership and the Dean of Education that could undermine the authority and leadership of the Dean. In addition, as the new PEC operates in a post-NCATE era at UWF, it can and should turn its attention to program planning and evaluation activities that would serve to further strengthen the Professional Education Unit and develop an even more effective relationship to the UWF strategic plan.

2. **Progress Toward State Master Plan Goals.**

Goal #1: Teacher Education Program Enrollment and Productivity.

Undergraduate enrollment increased regularly between 1986 and 1991 with some downturn more recently. Secondary programs have trended up while education degree program enrollment has moved from 505 in 1986 to 854 in 1991, with a peak of 912 in 1990. Graduate programs grew from 195 in 1986 to 285 in 1991, with a peak of 339 in 1990.

Overall education enrollment increased from 1,059 (16.7% of UWF) to 1,482 (18.4% of UWF) over the six-year span 1986-91. Ten-year (1981-91) graduation data show an increase from 360 in 1981 to 507 in 1991 (+71%).

Goal #2: Alternative Programs.

Little action has occurred in the area of alternative programs except contracts pending with the Department of Defense and the Florida Corrections Department for certification of retiring employees.

Goal #3: Critical Areas of Need for Teachers.

There has been some small but significant activity in critical need areas, especially in math and biology.

Goal #4: Coordination On Campus.

The new Professional Education Council has improved collaboration and joint planning efforts at UWF.

Goal #5: Cap on Baccalaureate Programs - 128 Semester Hours.

All programs in the College of Education are in compliance with the 128 semester-hour cap except two -- Biology Education and Middle School Education (Math/Science). Each could be brought from the current levels of 132 semester hours to 128 semester hours by reducing the semester-hour requirements for student teaching by four semester hours without reduction in temporal requirements.

Goal #6: Community College Articulation.

There is community college membership on the Professional Education Council and some articulation for pre-profession courses. UWF currently holds articulation agreements with three community colleges -- Okaloosa-Walton Community College, Pensacola Junior College, and Chipola Junior College -- including admission to advanced standing in the College of Education. A "two-plus-two" model facilitates transfers but many transfers still complete many more credit hours than are required for the bachelor's degree at UWF (Table 1.8.3 - BOR Addendum).

Goal #7: Cooperative Academic Program Development with Arts and Sciences.

Ample evidence exists of academic program development cooperation between the College of Education and the College of Arts & Sciences.

Goal #8: NCATE Accreditation.

UWF failed to negotiate successfully the undergraduate component of the 1988 NCATE review. Graduate programs were accredited in 1988. Full NCATE accreditation was granted in October 1993.

Goal #9: Minority Participation in Teacher Education.

Minority presence in undergraduate teacher education increased from 3% to 5% from 1990 to 1991. Graduate enrollment remained unchanged.

Goal #10: Enhance Outreach to Schools.

UWF reports a wide range of services to schools through research services organized through the Educational Research and Development Center, training programs, and direct consultation. The school services function should be expanded to access and broker the delivery of services to schools available through other units at UWF in addition to the College of Education.

Goal #11: Faculty Incentives for School Services.

An attempt is made to include service to schools as a criterion for salary and promotion reviews. Faculty report little progress in gaining acceptance of this goal outside the College.

Goal #12: Extension Programs.

Some extension activity exists, and while most of it, appropriately enough, occurs through the Fort Walton Beach Center, additional options should be explored.

3. New Programs.

a. Middle Grades Education (M).

The recent "conversion" of the master's degrees in Early Childhood, Elementary, Reading, and Vocational Education to a new M.Ed. program in Curriculum and Instruction was a good move. The most sensible aspect was to

initiate a new Middle School Grades Education program within the new Curriculum & Instruction program. If projected enrollment holds at 25 new students each semester, new life would be injected into the Curriculum & Instruction program. There is apparently a high demand for graduate study in the middle schools area. However, UWF should be cautious about the clinical component of the new middle grades program and not waive the student teaching requirement for teachers already certified in other teaching areas.

b. Ed.D in Educational Leadership (D).

The College of Education currently holds authorization to plan an Ed.D. program in Educational Leadership. UWF has the potential for mounting a front-edge, enrollment attractive, practitioner doctorate if the following conditions are met:

1) Drop the current Ed.S. in Educational Leadership.
2) Add at least one full-time faculty member with strong practitioner credentials.
3) Redesign the current M.Ed. program in Educational Leadership to produce "building level" leadership.
4) Design a practitioner Ed.D. with strong qualitative research training, cohort training format (8-10 each year), an intensive one-year residence requirement (24 semester hours over 12 months), a supportive fellowship program for mid-career students, and strong links to other disciplines at UWF, including graduate programs in Business, Computer Science, Public Administration, Sociology,

Engineering, Urban and Regional Planning, Economics and Policy, Management, Planning and Evaluation Research, and other relevant areas.

A special effort should be made to involve educational and business leaders in the region in the program planning to identify corporate and foundation sponsors for fellowship and program support.

4. **Diversity.**

The mission and long-range plans of the College of Education and UWF call for (1) the recruitment of a more diverse faculty and student body, and (2) an increase in the resources and support available for academic programs and research. In neither case is there a recognizable and well-planned effort related to the College of Education. Clear plans and increased efforts should be made in both areas.

Minority Recruitment - Students.

Too little use has been made of the 10% waiver option available to UWF. Not all waiver options have been used by the College of Education, and in half of the cases it has been used for non-minority students. More aggressive recruitment of minority applicants needs to be undertaken, and greater use of the available flexibility in admissions should be taken.

Minority Recruitment - Faculty.

The College of Education is struggling to recruit and retain minority faculty members. Of all the units on the UWF campus, the College of Education has the best opportunity because of the larger pool of minority faculty candidates nationally. There is

some discussion of moving to a "grow-our-own" plan but this is neither a practical nor educationally sound practice. The College of Education needs assistance from UWF in establishing a recruitment plan and in contacting institutions with large doctoral programs producing minority graduates. UWF has much to offer new minority graduates in the discipline of education but needs a more aggressive marketing plan.

5. **Fund Raising.**

While state funding of the College has been remarkable over the past five years, there are missed opportunities for the College to raise non-state funds for categories of funds where additional state funds have not been available -- scholarships, faculty development grants, curriculum planning and development, technology and instructional equipment, and travel funds. Currently, corporate and private foundations are likely targets for significant support for colleges of education with imaginative ideas for public school reform carried out in collaboration with public schools. Plans should be undertaken with the UWF Development Office to establish a development activity in support of the College. The result of such activities would also benefit UWF generally and attract the attention of foundations for investment in other phases of UWF development.

6. **Faculty Appointment Policies.**

There is a need to review faculty appointment policy to be sure that qualified people are hired for adjunct faculty positions and for part-time faculty. The use of the master's degree requirements for instructors should be the exception. There should be a policy

whereby all faculty recruited, full-time and part-time, are recruited against the same standard.

7. **Graduate Degrees.**

In the months ahead, the College of Education should review the master's degree programs carefully to be sure that there is a clear distinction between baccalaureate level and master's level courses and degree requirements.

8. **Library Resources and Non-Personnel Funds.**

While the College has experienced significant budget increases for personnel, there has not been corresponding support for non-personnel areas including library resources, instructional equipment, and technology. Attention needs to be paid to support for these areas in the near future.

9. **Curriculum Design and Training Model.**

The College of Education has opted for a single model for teacher preparation for all specialty programs. While the opinions of both NCATE and DOE reviews found the knowledge base and design standards to be met, there is a need for caution and continuing work in this area at UWF.

The essential components of the NCATE standards redesign are: (1) a research base for the coherent course of study proposed (a model), (2) a coherent course of study with evaluation and feedback arrangements, and (3) a faculty assembled with adequate resources to carry out the program.

Of the three components, the first is of prime importance and the remaining standards and operations turn on it. Every faculty member should be able to explain why students are prepared the way they are prepared, and all students should be able to explain why they are being prepared the way they are being prepared and be able to describe whether it enables them to teach effectively. It is not enough for faculty, students, or graduates to be able to simply describe the model or to assert the value of the process in which they are or were involved.

Finally, the model must be less complex than the program itself and able to be simply and concisely stated. The model must be stated "along with" a philosophy, not as a philosophy in itself. A teacher education program can be at once mindless and effective. That is, it can be built around a set of competencies derived from practitioner biases and beliefs but not on a knowledge or research base. But to be coherent and effective, it must be based on a conceptual model representing a body of research that justifies the curriculum, guides the evaluation, nominates the faculty, and steers the program.

All of this is preamble to comment that the model currently held out in Standard I.A of the University of West Florida Institutional Report for NCATE fails, in the judgment of the BOR consultant, in its claim to provide a conceptual framework, followed logically by a curriculum based on a body of research. As a consequence, the response to the standard is at best weak and almost certainly no strength.

DOE Report

The certification programs at UWF were reviewed in accordance with the Florida Department of Education (DOE) standards and review process. The system is well articulated with NCATE standards, and the 20 standards applied are rigorous and comprehensive. The DOE site visit team did a thorough and thoughtful job.

The DOE review found that most standards were met for all programs, and that only a few weaknesses were found in the areas of Physical Education (curriculum design); French Language Education, Spanish Language Education, and Music Education (student clinical experiences); and School Psychology (course requirements and sequence).

The certification programs currently approved for operation at UWF were considered to have passed review and are authorized to continue -- all were approved by the Program Approval Board, with only School Psychology receiving a one-year conditional approval.

NCATE Report

The unit (College of Education) was reviewed in accordance with the 18 standards set by the National Council for Accreditation of Teacher Education (NCATE). The review team was well prepared and conducted a thorough assessment of the teacher education program at UWF. All standards at both the basic and advanced levels were found to have been met, and the site team so recommended to the NCATE Unit Accrediting Board for its consideration in October, 1993.

The NCATE review also noted weaknesses in the current School Psychology program but did not cite the program. There were a few additional notations of areas that could be strengthened, including minority recruitment and minority presence on faculty and faculty development activities.

Conclusion

Based on the findings of the separate and combined reviews of the Florida DOE, the NCATE review team, and BOR review, the College of Education at UWF should be considered by the Regents to be conducting an exemplary program of teacher education meeting all state and national standards for the professional preparation of teachers and other educational specialists with the programs authorized.

Florida International University

The Florida International University was visited on March 27-31, 1993, by NCATE and DOE review teams and BOR consultant and staff. This report is based on review of the NCATE and DOE self-studies, the BOR Addendum, and participation in the site visit.

General BOR Findings

The site visit was deferred from November 1992 because of the disruption to University operations by Hurricane Andrew. NCATE/DOE preparations were disrupted and delayed but persistence of the College's faculty and administration provided very adequate reports, preparations, and materials for the on-site visit.

The College appears to be very well organized and productive. The Dean has provided a great deal of leadership and intellectual energy for renewing the College and setting it on course. Priorities are clear and direct. Plans are being made for a new College of Education building. A professional development school is being considered. College-community college relations appear vigorous and mutually supportive. The University administration seems fully supportive of the College, its central role in the future of FIU, and the faculty resources required to maintain a highly effective College of Education. An extraordinary opportunity for developing and evaluating multicultural education models exists in this setting and is drawing appropriate attention.

As yet there is no clear long-range plan for the College and few follow-up studies of graduates have been conducted or are planned. The teacher education program lacks a clear

philosophical or conceptual base to organize a coherent curriculum as yet. Services to schools seem haphazard and require systematic development and organization. Compared to the institution's potential, little external support for programs has been developed either through grants or contracts. Connections to area business and corporate interests as sources of funds seem untapped. The availability of technology support is inadequate and the acquisition and use of technology (computers and telecommunications) is slim.

1. **Follow-up on 1985 Review Recommendations.**

   Focus has been on campus-wide planning, recruitment of minority students, development of school services activities, and planning of a new elementary school for College operation as a professional development school.

2. **Progress Toward State Master Plan Goals.**

   Goal #1: Teacher Education Program Enrollment and Productivity.

   Enrollment is generally being brought under control to match faculty resources. Nine programs are currently under-enrolled.

   Goal #2: Alternative Programs.

   There is a modified master's degree program, and certification-only programs are available.

   Goal #3: Critical Areas of Need for Teachers.

   As with most colleges, the productivity of teachers in high need areas is low.

Goal #4: Coordination on Campus.

Linkages to Arts and Sciences programs and other relevant campus programs appear adequate. There are no centers or institutes in the College for research, outreach, or collaborative work.

Goal #5: Cap on Baccalaureate Programs - 128 Semester Hours.

All undergraduate degree programs except Elementary Education have been brought to the 128-semester-hour limit.

Goal #6: Community College Articulation.

Regular and productive planning and work is ongoing between the College and Miami-Dade Community College and Broward Community College.

Goal #7: Cooperative Academic Program Development with Arts and Sciences.

The College is in touch with Arts and Sciences, but no apparent vigorous campus-wide programs exist.

Goal #8: NCATE Accreditation.

At its September 30 - October 4, 1993 meeting, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) decided to deny accreditation to the FIU College of Education at the basic and advanced levels.

Goal #9: Minority Participation in Teacher Education.

Given FIU's setting, more minority recruitment and student participation should be expected. The faculty is diverse and attractive. Systematic recruitment and retention plans need developing.

Goal #10: Enhance Outreach to Schools.

There are several College-school service activities. However, a more organized approach is needed to use limited College resources wisely and to assure that the priorities of the schools are addressed. Little school-based research appears to be going on.

Goal #11: Faculty Incentives for School Services.

FIU's College of Education has a vigorous service orientation, but lacks thoughtful and long-range planning and organization.

Goal #12: Extension Programs.

Minor extension initiatives exist in the Broward/North Miami areas.

DOE Report

The certification programs at FIU were reviewed in accordance with the Florida Department of Education (DOE) standards and review process. The system is well articulated with NCATE standards, and the 20 standards applied are rigorous and comprehensive. The DOE site visit team did a thorough job.

The DOE review found that two certification areas needed attention in certain respects. The History Education (6-12) program originally was cited as requiring further rationalizations as to its objectives, curriculum design, and direction. FIU has recommended that this program be terminated. The College needs to provide the DOE Program Approval Board with documentation regarding the termination of the History degree program. The

basic and advanced programs in English Education require further attention to their curriculum design in relation to "real world" needs in the schools.

The greatest weakness revealed was with regard to DOE Standard 11 - follow-up assistance to graduates. This standard was not met by any of the certification programs. A considerable amount of work needs to be done to remedy this deficiency. The basic problem seems to be that there is no planned, systematic approach to support graduates during their early period of employment or induction period. There is College-School communication but it seems haphazard and casual and requires focus.

NCATE Report

The College of Education was reviewed in accordance with the 18 standards set by the National Council for Accreditation of Teacher Education (NCATE). The review team was well prepared and conducted a thorough assessment of the teacher education program at FIU. Standards IA - Design of the Curriculum; IB - Delivery of the Curriculum; IE - Content of the Curriculum - Professional Studies; and IIB - Relationships with Graduates were not met. The particular standards not met are serious weaknesses in the current program requiring further work by the institution, the College, and the Miami area schools.

However, based on the finding of the site visit in March, 1993, the DOE report, and the overall findings of the NCATE report, the College and its faculty and leadership are capable of remedying these problems. There are serious and tedious processes ahead for FIU in choosing a knowledge base and organizing curriculum design and delivery. It is

equally difficult to plan and implement linkages and follow-up programs with the public schools. But, graduates should not be left without a support system as they begin their early professional work. And, follow-up studies of the performance of graduates is essential to regular teacher education curriculum improvement.

Appropriate plans and actions for addressing these areas of concern should be filed with the BOR as soon as possible.

Conclusion

Based on the findings of the separate and combined reviews of the Florida DOE, the NCATE review team, and BOR review, the College of Education at FIU should be considered in need of further planning and program improvement to meet national and Regents' standards. The College has a sufficiently strong institutional base of support to expect that these standards can be met and that the College, ultimately, will be able to meet these expectations.

The College of Education at FIU is an important part of the Miami area and statewide strategy for education and school improvement. The commitment and competence of the institutional and College leadership is obvious, the faculty is competent, the facility is improving, and the students are of increasingly high quality. Adding authentic partnerships with the schools and a central philosophy of teacher education will move the College to even higher levels.

APPENDICES

APPENDIX A

Teacher Education Goals of the State University System as Stated in the 1988 - 1993 Master Plan

"In the course of the next 5 years, the State University System will increase its support for activities related to teacher education, both preservice and inservice, and will foster stronger linkages with the public schools. In addition, teacher preparation programs will be closely coordinated with the community college curricula to encourage a smooth transition from associate of arts programs into colleges of education. Each college of education will work with other colleges in the university to provide outstanding teacher education preparation programs.

The State University System is committed to supply 60% of the newly certified teachers required in Florida each year. Strategies to obtain this goal are to increase the productivity of approved teacher education programs, to support alternate teacher preparation programs, and by working with districts to develop inservice opportunities to encourage add-on certification in areas of critical need.

Preservice teacher education programs will be structured to provide greater coordination among the professional education, general education, and subject matter components of the curriculum. Strategies to obtain this goal are to establish realistic caps on professional education requirements, to work with community colleges to permit appropriate professional coursework to be included in associate of arts programs, and for colleges of education to work with other colleges in the state universities to design the subject matter

components required for the various teacher education programs. Program quality will be measured by national standards. Strategies to obtain this goal are for institutions to seek accreditation from the National Council for Accreditation of Teacher Education (NCATE), and to work with the Florida Department of Education to establish program approval standards consistent with NCATE requirements.

Increased interest in teaching as a profession will be fostered especially among minorities. Strategies to obtain this goal are to expand out-reach programs in the public schools, increase involvement in projects such as the school partnership program, support future teacher organizations and their activities, and to set goals for minority enrollment in SUS colleges of education.

A broader scope of service activity to Florida public schools will be generated. Strategies to obtain this goal are to increase the rewards to faculty involved in such service, to create the faculty designation "distinguished service professor," and to assign some faculty a majority of their activity in service, for deans and department heads to work closely with districts to establish in-service course offerings and schedules, and to take advantage of service area designations to provide strong linkages with nearby districts. Further, a component of research will be directed toward assessing some of the initiatives that have been utilized in Florida to address needs of teacher education and the public schools."

APPENDIX B

ACADEMIC DEGREE PROGRAMS INVENTORY
Programs Approved by the Board of Regents as of July 1993

LEGEND

B Bachelor's Degree · A Advanced Master's Degree · P Professional Degree · Indicates Limited Access Status
M Master's Degree · S Specialist's Degree · m Cooperative Master's Program
D Doctoral Degree · E Engineer Degree · d Cooperative Doctoral Program

INTERPRETATION OF SYMBOLS

M — Indicates an Affiliation of Programs at two or more universities
M — Program is a Host to another university's Affiliated Program
M — Program is a Host to another university's Cooperative Program

CIP Codes	Degree Programs	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF
13.	**EDUCATION**									
13.0301	Curriculum & Instruction	M D S			M D S	M D S	M S	D S	D S	
13.0401	Ed Admin/Leadership, General	M D S	M D S	M	M D S	M D S	M d S	M D S	M D S	M D
13.0406	Higher Ed Administration	D S	M D S				d			
13.0501	Ed Media/Instructional Systems (13.0601)		M D S					M		
13.0603	Ed Statistics & Research Methods	M D S	M D S							
13.0604	Ed Assessment, Testing & Measurement		M D S							
13.0701	International & Comparative Ed								M	
13.0802	Ed Psychology	M D S	M D S							B
13.0803	Agency,Correctnl & Developmntl Counsl	M D S								
13.0901	Social Foundations of Ed	M D S	M D S			M				
13.1001	Special Ed, General	B M D S	M D S		B M	B M D	B M	B M d e	D	B M
13.1004	Ed of the Gifted & Talented				M					
13.1005	Ed of the Emotionally Handicap	M			B M				B M	
13.1006	Ed of the Mentally Handicapped	M	B M S		B M		B		B M	
13.1009	Ed of Blind & Visually Handicapped		B M S							
13.1011	Ed of Specific Learning Disabled	M	B M S		B M				B M	
13.1012	Ed of Speech Impaired	B M								
13.1095	Clinical Teaching of Exceptional Children (13.1013)						M			
13.1101	Counselor Ed/Student Counseling/Guidance	M D S	M D S		M	M S		M d e	M	M
13.1102	College Student Counseling & Personnel Servic	M D S								
13.1103	Counselor Ed	D		M						
13.1201	Adult & Continuing Teacher Ed		M D S	M	M		d		M D	
13.1202	Elementary Teacher Ed	B M	B M D S	B M	B M	B M	B	B M	B M	B M
13.1203	Jr High/Middle School Teacher Ed						B			
13.1204	Pre Elem/Early Childhood Teacher Ed	M	B M D S			M	B	B	M	
13.1205	Secondary Teacher Ed			M						B M
13.1207	Urban Ed								M	
13.1295	Jr. College Teaching (13.1206)				M				D	
13.1301	Agricultural Teacher Ed (Vocational)	B M								
13.1302	Art Teacher Ed	B M	B M D S	B	B M	M	B	B M	B M	B M
13.1303	Business Teacher Ed (Vocational)			B M	B M			B M		
13.1305	English Teacher Ed	M	B M D S	B M	B M		B	B M	B M	
13.1306	Foreign Languages Teacher Ed	M	B M D S		B M		B	B	B M	
13.1307	Health Teacher Ed	B M	B M				B M		B M	
13.1308	Home Economics Teacher Ed (Vocational)		B M						B M	
13.1311	Mathematics Teacher Ed	M	B M D S	B M	B M	B	B M	B M	B M	B M
13.1312	Music Teacher Ed	B M D	B M D	B	B M	D M		B M	B M	B M
13.1314	Physical Ed Teaching & Coaching	B M	B M D S	B M	B M	D M	B M	B M	B M	B M
13.1315	Reading Teacher Ed	M	M D S		M	M		M	M	
13.1316	Science Teacher Ed	M	B M D S	B M	B M	B	B M	B M	B M	B M
13.1318	Social Studies Teacher Ed	M	B M D S	B M	B M	B	B M	B M	B M	
13.1320	Trade & Industrial Teacher Ed (Vocational)	M	D S	B M	B M		B d	B M	B M	B M
13.1395	Secondary Science/Math Teaching (13.1327)		B							

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APPENDIX C

Updated: 6/29/93
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SUS BACHELOR'S TEACHER EDUCATION DEGREE PROGRAMS
CREDIT-HOURS-TO-DEGREE

LEGEND

* Tracks within program requiring various credit-hours-to-degree.

(Credit-Hour) Programs which EXCEED 128 hours.

? Program is listed in Prg. Inventory, but have no credit-hours data available.

CIP Codes	Degree Programs	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF
13.0802	Ed Psychology									?
13.1001	Special Ed, General	125			120	128	120	127		124
13.1005	Ed of the Emotionally Handicap				120				128	
13.1006	Ed of the Mentally Handicapped		122		120		120		128	
13.1009	Ed of Blind & Visually Handicapped		120-127*							
13.1011	Ed of Specific Learning Disabled		120		120				128	
13.1012	Ed of Speech Impaired	125								
13.1202	Elementary Teacher Ed	125	120	126	120	120	120-126*	128	128	128
13.1203	Jr High/Middle School Teacher Ed						124-135*			
13.1204	Pre-Elem/Early Childhood Teacher Ed		125				126			
13.1205	Secondary Teacher Ed									128
13.1301	Agricultural Teacher Ed (Vocational)	128								
13.1302	Art Teacher Ed	130	138-140*	128	125		122	128	128	127
13.1303	Business Teacher Ed (Vocational)			128	122			128		
13.1305	English Teacher Ed		120	?	120	135	120	128	122	
13.1306	Foreign Languages Teacher Ed		120		120		120	128	122	
13.1307	Health Teacher Ed	128	120				120		120	
13.1308	Home Economics Teacher Ed (Vocational)		121						120	
13.1311	Mathematics Teacher Ed		120	124	120	120		128	125	127
13.1312	Music Teacher Ed	131	141-142*	128	135	127		128	128	125
13.1314	Physical Ed Teaching & Coaching	124	123	128	120	120	120	128	120-125*	123
13.1316	Science Teacher Ed		120-125*		126	124	122	128	122-127*	128
13.1318	Social Studies Teacher Ed		120		120	126	120	128	125	
13.1320	Trade & Industrial Teacher Ed (Vocational)			128	120-124*		120-128*	128	120-125*	121
13.1395	Secondary Science/Math Teachng (13.1327)		129-133*							

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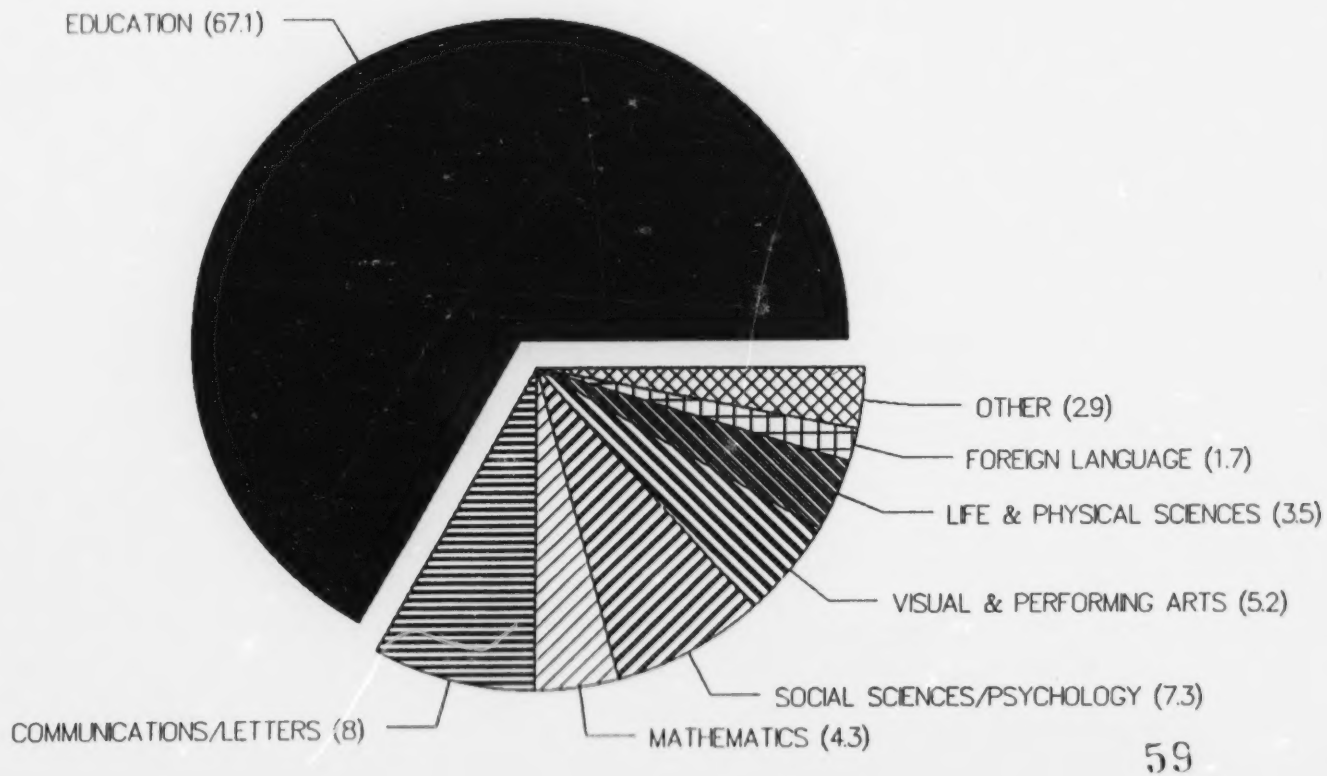
APPENDIX D

Percentage of All Coursework Taken By Undergrad. Education Majors–Fall, 1991



APPENDIX E

EDUCATION DEGREE PRODUCTION

1989-90

INSTITUTION	BACCALAUREATE	MASTERS*	DOCTORATE	TOTAL
UF	500	317	58	875
FSU	616	315	88	1,019
FAMU	69	40		109
USF	787	416	20	1,223
FAU	207	118	8	333
UWF	369	163		532
UCF	478	248	11	737
FIU	303	168	8	479
UNF	206	176		382
SUS	3,535	1,961	193	5,689

1990-91

INSTITUTION	BACCALAUREATE	MASTERS*	DOCTORATE	TOTAL
UF	506	377	46	929
FSU	599	291	74	964
FAMU	84	61		145
USF	962	416	31	1,409
FAU	214	124	14	352
UWF	345	133		478
UCF	609	227	11	847
FIU	430	203	8	641
UNF	217	140		357
SUS	3,966	1,972	184	6,122

1991-92

INSTITUTION	BACCALAUREATE	MASTERS*	DOCTORATE	TOTAL
UF	449	374	44	867
FSU	618	324	91	1,033
FAMU	112	64		176
USF	886	371	29	1,286
FAU	212	153	10	375
UWF	368	132		500
UCF	652	219	16	887
FIU	496	205	3	704
UNF	246	180		426
SUS	4,039	2,022	193	6,254

A:DEGPROD

*Includes Educational Specialist Graduates

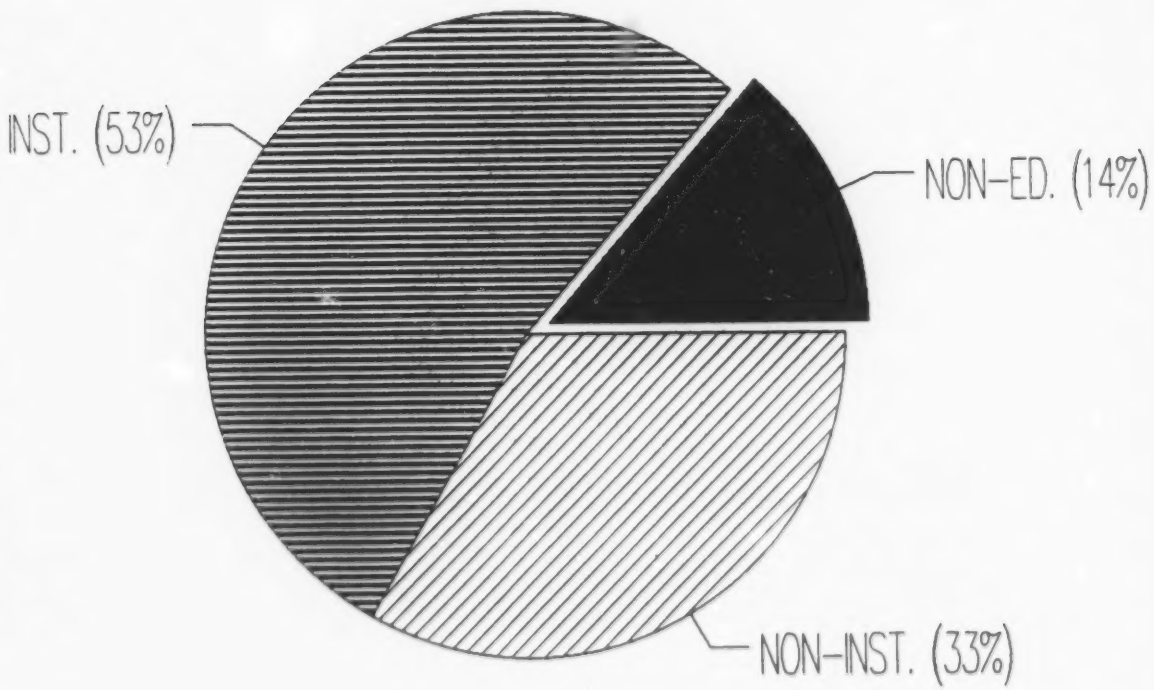
APPENDIX F

Distribution of Instruction and Research (I&R) Funds Generated* in Education (CIP 13)

1991 - 1992

STATE UNIVERSITY SYSTEM

Funds Generated*: $89,456,046

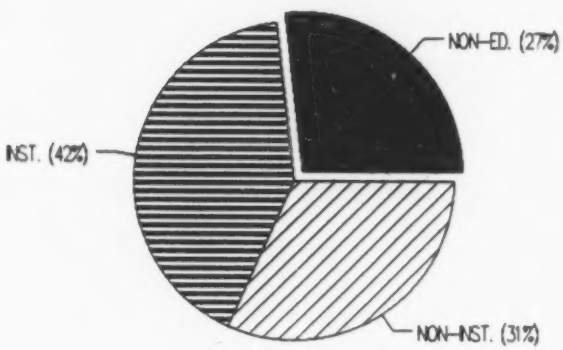


INST: Actual I&R Expenditures for Instruction in Education (CIP 13).
NON-INST: Actual I&R Expenditures for Non-Instruction in Education (CIP 13).
NON-ED: Actual Expenditures of I&R Resources Generated in Education BUT DISTRIBUTED TO OTHER DISCIPLINES.
*FUNDS GENERATED - Based on Legislative Formula.

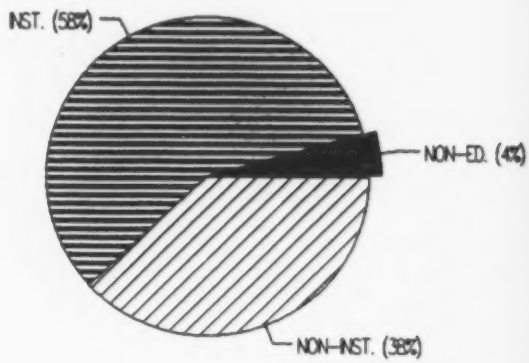
Distribution of Instruction and Research (I&R) Funds Generated* in Education (CIP 13)

1991 - 1992

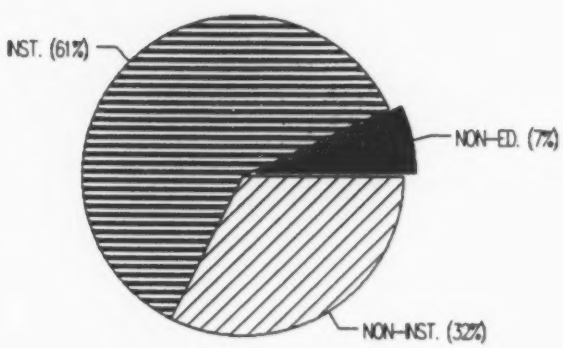
University of Florida
Funds Generated: $16,543,888



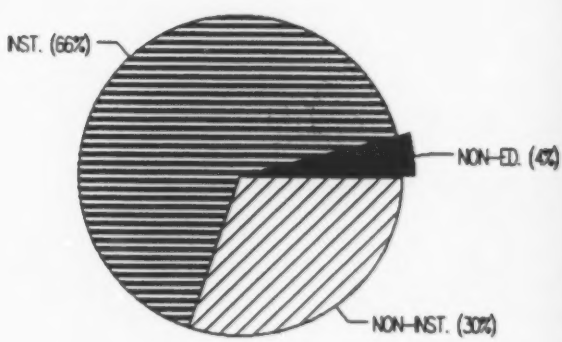
Florida State University
Funds Generated: $13,813,337



University of South Florida
Funds Generated: $19,997,251



Florida Atlantic University
Funds Generated: $6,772,325



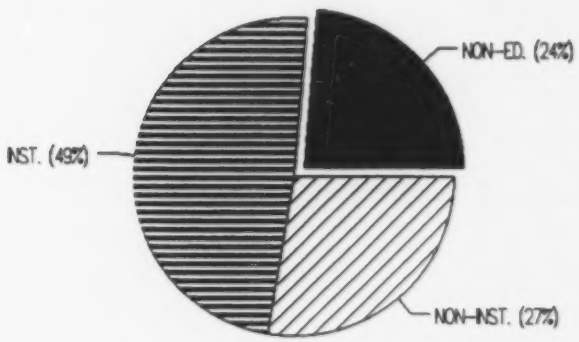
INST: Actual I&R Expenditures for **Instruction** in Education (CIP 13).
NON-INST: Actual I&R Expenditures for **Non-Instruction** in Education (CIP 13).
NON-ED: Actual Expenditures of I&R Resources Generated in Education **BUT DISTRIBUTED TO OTHER DISCIPLINES.**
***FUNDS GENERATED** - Based on Legislative Formula.

Distribution of Instruction and Research (I&R) Funds Generated* in Education (CIP 13)

1991 - 1992

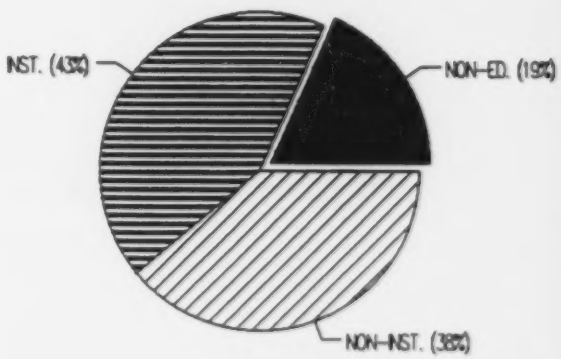
University of West Florida

Funds Generated: $4,976,457



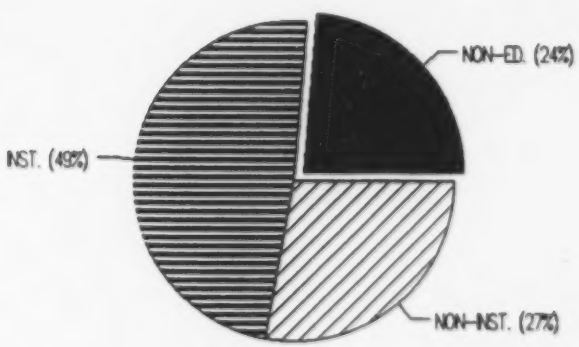
University of Central Florida

Funds Generated: $9,180,203



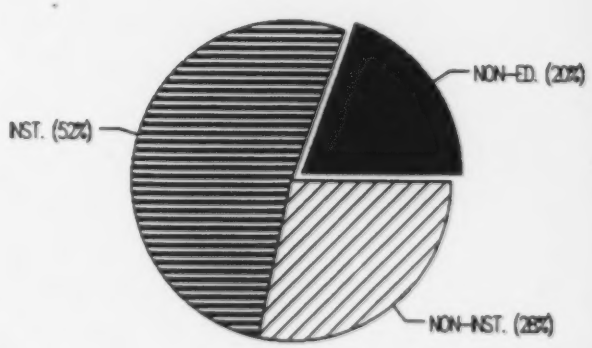
Florida International University

Funds Generated: $9,946,701



University of North Florida

Funds Generated: $5,295,181



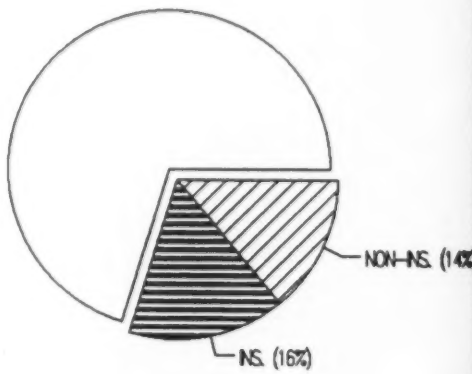
INST: Actual I&R Expenditures for **Instruction** in Education (CIP 13).
NON-INST: Actual I&R Expenditures for **Non-Instruction** in Education (CIP 13).
NON-ED: Actual Expenditures of I&R Resources Generated in Education **BUT DISTRIBUTED TO OTHER DISCIPLINES.**
***FUNDS GENERATED** - Based on Legislative Formula.

Distribution of Instruction and Research (I&R) Funds Generated* in Education (CIP 13)

1991 - 1992

Florida A & M University
Funds Generated: $2,930,703

Florida A & M University
Additional Expenditures: ($865,288)



INST: Actual I&R Expenditures for **Instruction** in Education (CIP 13).
NON-INST: Actual I&R Expenditures for **Non-Instruction** in Education (CIP 13).
NON-ED: Actual Expenditures of I&R Resources Generated in Education **BUT DISTRIBUTED TO OTHER DISCIPLINES.**
***FUNDS GENERATED** - Based on Legislative Formula.

APPENDIX G

Teacher Education Goals of the State University System as Stated in the 1993 - 1998 Master Plan*

"The State University System will continue its support for activities related to teacher education, both preservice and inservice, and will foster stronger linkages with the public schools. Increased interest in teaching as a profession must be fostered, especially among minorities. A broader scope of service activity to Florida public schools is essential.

The Board of Regents joins with the Florida Commission on Education Reform and Accountability, the State Board of Community Colleges, the Independent Colleges and Universities of Florida, the Postsecondary Education Planning Commission, the Education Standards Commission, and the Department of Education in support of systemic changes to Florida's public school system. The Board will work with these other members of the educational community 'to facilitate the reform and restructure of the K-12 education system in Florida.' Particular attention will be focused on such issues as: student transition from K-12 through postsecondary education; student assessment and credentialing; teacher education; identification of potential barriers to successful reform; and, development of strategies to remove such barriers."

* Goals against which colleges of education will be assessed in the next round of joint program reviews.

APPENDIX H

TEACHER EDUCATION PROGRAM REVIEW SCHEDULE (Tentative) FOR INSTITUTIONS IN THE STATE UNIVERSITY SYSTEM OF FLORIDA

INSTITUTION	DATE OF NEXT REVIEW
University of Florida	Spring, 1996
Florida State University	Fall, 1994
Florida A & M University	Fall, 1997
University of South Florida	Spring, 1995
Florida Atlantic University	Spring, 1995
University of West Florida	Spring, 1998
University of Central Florida	Fall, 1995
Florida International University	Spring, 1996
University of North Florida	Spring, 1994